

THE IMPLEMENTATION OF STORYNORY AUDIOBOOK IN TEACHING READING NARRATIVE TEXT

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ABSTRACT

Background: Reading is one of the crucial components of language learning. However, to understand the whole text in an interesting method, the teacher should provide learning media for students to enjoy while in a serious situation when reading a text. The Audiobook is a tool to read stories or text accompanied by audio recording.

Objective: To find out the implementation and response of students in reading narrative texts while listening to audiobooks in their learning activities

Methods: Using a qualitative method, with research data collection using observation and interview methods

Results: This shows that the application of Storynory audiobooks is easy to apply in the classroom, students can understand narrative texts when using audiobooks. Responses from students and teachers indicate that they enjoy and are satisfied with learning using audiobooks.

Conclusion: The application of Storynory audiobooks in teaching narrative text reading shows good responses from students and teachers, they enjoy and easily understand the text, and Storynory audiobooks can help students with their pronunciation of words. did not know before, students enjoy the learning process by using audiobook media. They can repeat the pronunciations they hear in the audio, meaning that audiobooks can introduce and improve students' vocabulary or unfamiliar words in the text.

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Introduction

Reading can be defined as the process when readers learn various written symbols and associating these symbols with existing theory to obtain information and knowledge (Patiung, 2016). In other words, reading is an activity when someone attempts to learn a sequence of words, intellect, and emotion, which is connected with prior knowledge and to figure out the information from the text (Nugroho, 2015). Nowadays teachers facing several challenges to encourage and motivating students in reading English texts, especially EFL learners (English as Foreign Language) had difficulty because they are unfamiliar reading English texts.

Based on the data from OECD (Organization for Economic Co-operation and Development), Indonesia's students reading skills get low score than the 77% OECD average, with 30% of students achieving Level 2 or below in proficiency in reading. It means 30% of students still struggle in discovering and identifying the information of the text. Therefore, the teacher should provide appropriate strategies and material to teach reading English with learning media ([Munthe & Panjaitan](#), 2016).

According to ([Indriyani](#), 2019) learning media's role in the classroom is crucial since media can be a stimulus to help students in processing and comprehending knowledge from the teacher. Thus, the researcher of this study conducted the implementation of Storynory Audiobook as the teaching media. Audiobook offers an innovative way to listen to text with sound. Audiobook encourages students to figure out the meaning of words by pronunciation and helps them to focus on the story.

According to ([Wolfson](#), 2008), Audiobook is quite powerful to help students comprehending text. Storynory Audiobook has been giving free audio stories to the world since November 2005. Storynory is a podcast and website with audio streaming. Storynory aim's to stimulate people's curiosity about the world, ability to think critically, and could enhance vocabulary.

The researcher uses Storynory audiobook as media that students need to help them in comprehending a text because audio that Storynory provides are simple and fun stories, also could have an educational purpose. Storynory Audiobooks and texts also can be downloaded, the teacher can operate the Storynory medium in the classroom with no internet access. ([Burkey study](#), 2013) emphasizes that audiobooks are a powerful tool that will help students improve their fluency, ability to read smoothly, and expressively and listening to audiobooks boosts pronunciation skills. The Audiobook is an easy medium to help language learners' problems in learning a second language.

Audiobook allows them to engage with the content of the text more deeply, and since comprehension is one of the important phases in able to understand the text, audiobook help to promotes students' reading comprehension. As believed by ([Imawan and Ashadi](#), 2019), Audiobooks can be useful media to help students who have difficulty learning from books and improve their literacy skills (reading and writing).

The main purpose of Audiobooks is to help listeners comprehend the information of a text. Different in the educational context, Audiobook expected can help students focus and understand the content they read. According to ([Wolfson](#), 2008), The Audiobook has the power to promoting student comprehension because the same skills necessary have the potential to improve reading comprehension. Students can engage with the text when listening along to the audiobook ([Friedland et al](#), 2017) define that Audiobooks provide an excellent bridge between decoding and comprehension for struggling readers. Some researchers agreed that Audiobook would effectively assist struggle readers and improve their reading habits positively. Another report from ([Burkey study](#), 2013) that Audiobook helps the readers can active and improving their reading skills. ([Whittingham et al](#), 2013) conduct a successful research project for struggling readers in 5th graders. They prove the significant effect of using Audiobook

the students become active in the learning activity and confident in reading aloud after getting an audiobook treatment.

Using an Audiobook is different from common listening, audiobook could engage listener's attention and excitement and make them know about the character and what action the character do in the Audiobook. A study by Montgomery (2009) reported that Audiobook improves both English Language Learners and Native English Speakers in 7th and 8th graders. The author's purpose in using Audiobook is to build their enthusiasm for reading long texts, and the result showed students' behavior in reading and their academic performance.

According to ([Cain et al.](#), 2004) in the syllabus of Senior High School, the indicator of reading comprehension that should develop is making inferences, comprehension monitoring, understanding text structure to students must learn. Students in English as Foreign Language classes are required able to read in a foreign language. The main reason students want to acquire the ability from reading is to gain a lot of information and expand their knowledge. Many researchers use Audiobook as media to develop and improve their participant's skills, as well as to assess student's reading comprehension of the text they have read.

Accordingly, the researcher wants to take deeper research on the implementation of Storynory audiobooks in teaching reading comprehension to find out students' and teacher opinions about an Audiobook. Since the Khairul, et al.(2016) study prove teaching audiobook with narrative text can enhance students' performance in listening comprehension.

Regarding the problem stated above, the researcher formulated research questions to be taken into consideration:

1. How is the Implementation of Storynory Audiobook to Teaching Reading Narrative Text?
2. How are the students' responses after the implementation of the Storynory audiobook?

Research Methods

This research is conducted in qualitative method, as stated by ([Lincoln, Y. and Guba](#), 2000) define that qualitative researchers study finding facts in natural settings, attempting to make sense of or to interpret, phenomena in terms of the meanings people bring to them. This study is designed to determine the implementation and responses of Storynory audiobooks in teaching reading narrative text. The research setting is taken in SMK Negeri 5 Surabaya, with the specific place is in the classroom on March 2nd and 5th March 2021. The participant of this study is eight students of 10th graders of KGSP 2 and the teacher.

To answer the first research question of this study researcher take observation and field notes as the source of data. Meanwhile, the second research question would be answered from the interview transcript between the researchers and the students & the teacher. This study used observation and interviews as a data collection technique.

([Achmadi](#), 2010), observation is the activity to collect data by observing and requiring taking notes systematically about the situation in the study. The purpose of the observation was used to collect the data in a systematic way to understand and interpret actions, interactions, or the meaning of events from the participants. Observation is happened in a natural situation and should be captured or written descriptively about the current situation. The teaching and learning process in the classroom would be observed in this study. This study focuses on how the teacher uses and implements the audiobook media and students' responses to learning using Storynory audiobook.

For the second research question, the researcher used an interview to find out their responses to the implementation of the Storynory Audiobook. According to ([Creswell](#), 2013), an interview can give information that cannot observe directly, and it provides personal detailed information. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Here the researcher used a structured question format.

The data of this study would be formed from the description of the observation sheet and field notes. All activities from the participants will be reported descriptively. The researcher will describe the result of learning and teaching activities are taken in the classroom. The first research question data analysis was gathered from an observation sheet that explains how audiobooks are used to teach reading comprehension for tenth graders of Vocational High School. The first and second meetings will be analyzed by the researcher from the observation sheet. The second research question's data is gathered from the interview script with the teacher and six students about the implementation in their learning process.

Results and Discussion

A. The Implementation in the Classroom

1. First meeting

The first meeting of research was held on Tuesday, 2nd March 2021. The data was obtained from 8 students from 10th graders of KGSP 2 and an English Teacher in SMKN 5 Surabaya. The English lesson was started at 8.00 a.m. First of all, the teacher checked the students' who can attend English class, and the teacher asks them to do a short introduction to know each other because they never meet each other. After checking attendance, and a short introduction. The teacher recalling their memories two weeks ago about recount text, and last meeting on Moodle website about narrative text Toba Lake. The teacher asks one student about the moral story of Toba Lake, the definition, function, also generic structure of a narrative text. The students did a great job in answering the teacher's questions because they have taken notes from the previous meeting.

After recalling their memory about a narrative text, the teacher told students that they would read a narrative again but with another method. That is using media, Storynory Audiobook. Teacher distributing a short story handout entitled "The Three Billy Goats Gruff" to the students. The teacher told students to skim

“The Three Billy Goats Gruff” text in 2 minutes, and students have to guess what the story is about. After the students got the idea about the text, three students raised their hands, and answer it correctly.

Next activity, students have to categorize generic structures in 3 minutes. While the students find a generic structure, the teacher distributes the vocabulary table. 12 words might be unfamiliar to the students. They could fill the blank table with the unfamiliar vocabulary they heard or read later. In 3 minutes, students already underlining the part of orientation, complication, and resolution of the text. Students were successfully finding the generic structure of the text.

Move to the vocabulary table. The teacher explained to students that she is going to play the Audiobook twice and stop the audio per paragraph. Students must write the unfamiliar words from the audio or text of “The Billy Goats Gruff”. When the audio is ended, the teacher directly discusses the vocabulary table together. Students are allowed to find the Indonesian translation in their dictionary if they are couldn’t find any idea. Students excitedly raised their hands to answer the vocabulary they know the translation. After 15 minutes discussion about the vocabulary table, the teacher asks students to read the five questions on the last pages. They will listen to the audio again and try to answer the questions. Before the teacher plays the audio, the teacher told them to focus on listening to audio and reading the text at the same time. The teacher starts the audio right away.

When the audio is ended, the teacher asks if the story is interesting or not, easy or hard. Students answer if “The Three Billy Goats Gruff” text is interesting and easy since they already know the unfamiliar words. Students seem happy when listening to the audio because of the live background and clear pronunciation. The teacher gave them twenty minutes to answer the five questions. Twenty minutes later, the teacher asks them to submit the handout on her table. The teacher will check the student’s handout by herself.

At the end of the learning activity, the teacher says thank you for attending her class, also asks the student to always study and try to find out new vocabulary that could be filled in the vocabulary table. The lesson ended at 10.00 a.m.

2. Second Meeting

The second meeting was held on Friday, 5th March 2021 at 8.00 a.m. The teacher opened the lesson with checked the students’ attendance and short motivation session. In this meeting, the English lesson was still with eight students that attend the first meeting. The teacher continued the last meeting by questioning students one by one about a narrative text. The function, generic structure, the function of each generic structure, also have to tell about their one favorite narrative story (fable, legend, etc.) and moral lesson of the story.

Next session, the teacher tells about the learning activity, the activity is still the same as the first meeting, but the teacher will use the longer audiobook. The title of the audiobook is “The Tiger Who Had No Manners”. Students have to

skim the text in three minutes. After the students got the idea about the text, two students raised their hands and answer it correctly.

It is also the same as the first meeting Students have to categorize the generic structure in 3 minutes. While the students find a generic structure, the teacher distributes the handout vocabulary table. They have to write vocabulary they didn't know the meaning to discuss together. After 3 minutes, students marked the part of orientation, complication, and resolution of the text. Students were successfully finding the generic structure of the text without any problem.

Same with the first meeting, students have to write the unfamiliar words from the text "The Tiger Who Had No Manners" in the vocabulary table. After listening to the audio, students have to translate the words they already know. And then, the teacher discussed the table together, and when students don't know the meaning of vocabulary, they are allowed to open their dictionary.

After a short discussion of the vocabulary table, the teacher asks students to read the five questions on the last pages. Before the teacher starts to play the audio, students need to focus, listen and read the text at the same time. After they were ready, the teacher starts to play the audio. When the audio is ended, students said if the story were too long, but still, they can understand the content of the story and answer the questions.

Students fill out the questions in 20 minutes for answering five questions individually. After 20 minutes, the teacher asks them to submit the handout on her table. The teacher will check the student's handout by herself. At the end of the learning activity, the teacher thanked students for attending the English lesson and the class ended at 10.15 a.m.

B. The Responses after Implementing Audiobook.

To get the responses about the implementation of the Audiobook, the researcher conducted an interview session in the second meeting. The researcher interviewed six students and the English teacher. The interview is included four-point questions. Researcher start with the six students, the first and second question about their experience about have they use Audiobook or not, all their answer is Yes since their teacher already using Audiobook and reading while the listening method in procedure text material and one student already practice and using Audiobook in learning at home.

The third question is about their opinion about learning media is important or not. All six students agreed that learning media is needed in learning and teaching activities. They said using media in class can motivate, easier in understanding material, and fun to be implemented. Students like to have video, audio or music, games, etc. Also, Audiobook can be implemented from the Elementary level until Senior High School. Students will feel bored when the teacher only gave them a textbook in a learning activity.

The fourth question is about their opinion on Audiobook implementation in 2 meetings, five students said if Audiobook media could help them in comprehending

text more easily, they can imagine the story and feels the story were real. They said audiobook media is easy and interesting media to use. They felt Audiobook could help them in understanding the story. Khairul et al. (2016) study stated audiobook is excellent media for assisting language learners' difficulty studying foreign languages. But still, based on the students' preferences. One student said she had difficulty focusing in listening to Audiobook. She said it was hard to concentrate since she translated one by one word when reading the text, she couldn't follow the content of the story with the Audiobook. When she tried to follow Audiobook, and she even can't understand the story clearly.

The teacher also gives positive responses. She said it was the second time using Audiobook in her class. Students seem enjoyed to reading while listening to the Storynory audiobook. Also, students repeated the words from the vocabulary table loud and excitedly, it shows the media can help students get more knowledge in pronunciation.

According to ([Whittingham et al](#), 2013) conduct a successful research project for struggling readers in 5th graders. Relate to this research, in the middle of audiobook treatment, tenth graders students have more active and confidence in English pronunciation after reading text and listening along with the audiobook.

Conclusion

The objective of this study was to find out the implementation and investigate students' response to Storynory Audiobook in teaching reading narrative text. According to the research's results, the researcher conclude the implementation of Storynory audiobook in teaching reading narrative text show good responses from the students and the teacher, they were enjoyed and easily comprehend the text, and Storynory audiobook can help students with the pronunciation of words they didn't know before.

The result of the implementation showed students can be engaged and enjoying the learning process using Audiobook media. They can repeat the pronunciation they heard in the audio, which means the audiobook can introduce and improve students' vocabulary or unfamiliar words in the text. The result is the same as ([Whittingham et.al](#), (2013) study report which is their students have more confidence in reading aloud. Most students are enjoyed reading a text while listening to the Audiobook at the same time. They said it helped them in knowing and remember the pronunciation of unfamiliar words.

The conclusion of interviewing six students and teachers, all of them give positive responses about the implementation of Storynory Audiobook in teaching reading narrative text. Five students are categorized as auditory learners, while one student is categorized as a reading learner. But the most responses from the students is Storynory Audiobook can help them to comprehend narrative text well. The teacher had positive responses too, Storynory Audiobook can be applied in the next teaching and learning

activity for reading a text. She found out if the students are excited and enjoy using Storynory Audiobook in teaching narrative text.

The researcher concludes Audiobook is recommended media for teaching reading comprehension because it helped listener to comprehend the content of narrative text easily. Since an Audiobook is narrated by a native English speaker, it can be teaching material whose value cannot be underestimated about pronunciation. Hopefully, the Audiobook can be used for educational purposes, which can contribute to helping listeners' growth in literacy. The audiobook is also suitable for learning media at the home, school, and university levels.

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